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MONROE, PAUL (Ed.) *A Cyclopedic of Education*. (Vol. V.) Pp. xiii, 892. Price, \$5.00. New York: The Macmillan Company, 1913.

With the present volume the *Cyclopedic of Education* is completed, and we are in a position to estimate with some precision what its prospective usefulness is. On the whole, it must be said that the work is an honor to American scholarship and enterprise, especially to the latter, as every one must realize who has ever tried to get other men to do anything important, and to do it on time.

The work has the great advantage of being an initial enterprise. Every article is, to the best of the author's ability and information, fresh and down to date, and not a rehash of former articles by men either too indolent or too old to incorporate recent discoveries or developments.

Aside from the contents, the most valuable feature about the present volume is the *analytical index* for the entire *Cyclopedic*, for not only does this give a comprehensive survey of the whole, but it enables the reader to tell at once the range of articles in each part of the field. Some of the departments most profusely supplied with articles are the following: history of education, philosophy of education, educational psychology, teaching methods, educational administration, elementary and secondary education. The teacher of any one of these departments has at hand a convenient summary and bibliography of each important topic. To illustrate how useful this material may be made, the present writer will indicate how he is using the articles on the history of education. By beginning with an outline of the present educational situation respecting classes of the population to be educated, dominant educational aims, organization of education, the curriculum, didactics, etc., and taking up the history of each in order, the *Cyclopedic* articles fit into the scheme perfectly, for they are written not from any antiquarian interest, but strictly to throw light on the present condition of the matter in hand. Consequently, whichever way one proceeds, the treatment either begins with the present and goes backward, or beginning in the past the destination is always the present. The history "functions," therefore, at every stage of the work, and no longer loses itself in mere academic consideration of the past. Continuity is preserved by constant reference to a good text-book in the history of education. Four sets of the *Cyclopedic*, scattered about the university, suffice to enable the general readers and a class of seventy-five to have convenient access to the volumes at almost any hour of the day or evening. A similar use of the *Cyclopedic* in other departments will be found equally satisfactory.

Lack of space forbids a description of the many interesting and valuable articles contained in the present volume. The writer can not close, however, without expressing his satisfaction with the interpretation that Frederick Montser has given to the doctrines of Rousseau, for he corrects the false or misleading expositions of Davidson, and many others, who regard the two Dijon essays as the basis of Rousseau's ideals of education. Recognition should also be given to Henry Suzzallo's many and excellent contributions. Would it be too much to ask for an index of articles according to authors?

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